Niveau(x) d'enseignement: 1 Numéro EDUQ : 8170761
Centre d'intérêt: 71

Labonté, Thérèse.

Documentation sur l'apprentissage du langage / par Thérèse Labonté. -- Québec : Direction générale du développement pédagogique, 1976.
vi, 64 p. ; 28 cm. -- (Etudes et documents / Ministère de l'éducation du Québec. Enseignement primaire et secondaire)

Code: 16-0106-04.

Cote Dewey: 155.413'016/L122d Cote LC: Z/5814/.L26

Descripteur(s): *Langage de l'enfant *Développement du langage *Apprentissage verbal *Bibliographie *Primaire (Niveau) *Secondaire (Niveau)

Bibliographie signalétique, l'ouvrage répertorie les documents qui, sous un angle expérimental, traitent des sujets suivants: 1. Psycholinguistique et psychologie du langage, 2. Acquisition du vocabulaire, de la morphologie et de la syntaxe, 3. Autres aspects de l'acquisition du langage, 4. Etudes comparatives entre enfants sourds et entendants. Ne sont généralement pas retenus les études se rapportant à la psychopathologie du langage, aux théories linguistiques, à la phonétique, à la phonologie et à l'acquisition du langage chez les enfants de moins de trois ans.

Au total, 535 articles et monographies en majorité de langue anglaise et pour le tiers antérieurs à 1960 sont répertoriés et classés en treize catégories: 1. Vue d'ensemble, 2. Morphologie, 3. Syntaxe, 4. Vocabulaire, 5. Milieu et langage, 6. Age et langage, 7. Sexe et langage, 8. Intelligence et langage, 9. Conduite et langage, 10. Compréhension du langage, 11. Méthodes et programmes de recherche, 12. Rééducation, 13. Autres aspects de l'apprentissage du langage. Près de la moitié des documents sont disponibles à la Bibliothèque administrative du ministère des Communications à Québec.

Type de document: b
Auteur de l'analyse: ar

E D U Q 8170761

ÉTUDES et DOCUMENTS

enseignement primaire et secondaire

DOCUMENTATION SUR L'APPRENTISSAGE DU LANGAGE

Gouvernement du Québec
Ministère de l'Éducation
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"ETUDES ET DOCUMENTS"

"Etudes et Documents" est une série de publications du Service de Recherche et Expérimentation de la Direction générale du Développement pédagogique (D.G.D.P.) dont le but est de présenter les résultats des recherches effectuées aussi bien au Service de Recherche que dans les commissions scolaires qui participent au programme de "Recherche et Expérimentation dans les commissions scolaires".

Les documents publiés dans cette série se veulent des instruments de travail et de réflexion et ne sauraient être interprétés comme étant l'expression ou l'affirmation d'une politique du ministère de l'Education.

DOCUMENTATION SUR

L'APPRENTISSAGE DU LANGAGE

par Thérèse Labonté

Mars 1976

TABLE DES MATIERES

Pages

INTRODUCTION v

I. Méthode de travail et renseignements sommaires sur les documents réunis.

1. Dépouillement de bibliographies relatives aux recherches sur l'apprentissage du langage 3

a. Bibliographies consultées 3

b. Critères du choix des livres et articles 4

2. Utilisation de fiches 4

a. Confection 4

b. Classement 5

c. Catégories et nombre de fiches 5

3. Commande de livres et d'articles et classement de la documentation . . . 6

II. Bibliographie.

1. Vue d'ensemble 11

2. Morphologie 18

3. Syntaxe 20

4. Vocabulaire 29

5. Milieu et langage 33

6. Age et langage 40

7. Sexe et langage 41

TABLE DES MATIERES (SUITE)

Pages

II. Bibliographie (Suite).

8. Intelligence et langage 43

9. Conduite et langage 47

10. Compréhension du langage 50

11. Méthodes et programmes de recherche 53

12. Rééducation 59

13. Autres aspects de l'apprentissage du langage 61

INTRODUCTION

Nul éducateur ne conteste l'importance du langage dans l'épanouissement intellectuel, social et affectif de la personne et la nécessité de connaître, afin de les accroître, les capacités de compréhension et d'expression verbales des enfants et des adolescents aux diverses phases de leur développement.

Cependant, les études sur le langage des enfants – des enfants scolarisés, surtout – posent des problèmes théoriques et méthodologiques. Ces problèmes sont sans doute plus aigus au Canada français, où l'on s'est tourné "vers la recherche positive en matière d'éducation encore plus tardivement que la plupart des sociétés occidentales". (1)

Quoiqu'il soit possible et peut-être aisé d'élaborer presque à priori certains schèmes de recherches et de recourir à l'intuition seule dans la préparation des programmes et des tests de langue maternelle, il semble difficile de nier les avantages que peut apporter au chercheur et à l'éducateur la connaissance des études faites à l'étranger sur l'acquisition du langage chez l'enfant.

Il ne s'agit pas cependant, comme le soulignait M. Arthur Tremblay dans l'article déjà cité, "d'accepter à priori comme valables pour un système d'enseignement donné les résultats de recherches effectuées en dehors de la société globale dont ce système fait partie intégrante". Sans doute faudra-t-il élaguer, n'attribuer qu'une valeur d'hypothèse à certaines théories, voire même en rejeter. Peut-être devra-t-on aussi interpréter certaines données à la lumière de théories nouvellement connues, ainsi qu'a voulu le faire, en s'inspirant des théories guillaumiennes, R. M. Jones dans son livre System in Child Language (2).

Bref, si l'on ne saurait se départir d'un esprit critique dans l'examen de la documentation relative aux recherches sur l'acquisition du langage, on pourrait néanmoins retirer de cette étude des connaissances utiles sur les techniques de cueillette des données et d'analyse statistique, sur les facteurs déterminant l'apprentissage du langage ou susceptibles de l'influencer, ou encore sur diverses capacités linguistiques des enfants de certains milieux, etc.

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(1) Tremblay, Arthur. "La recherche pédagogique" dans la Recherche au Canada français, textes présentés par Louis Baudoin. P. U. M., 1968.

(2) Jones, R. M. System in Child Language. University of Wales Press, 1970. Les théories guillaumiennes sont enseignées à l'Université Laval, où M. Roch Valin, ex-directeur du Département de linguistique et légataire des manuscrits de Guillaume, poursuit la publication des Leçons de Linguistique de Gustave Guillaume.

C'est en considérant ces avantages que nous avons cru devoir, par ces quelques pages, signaler aux éducateurs et aux chercheurs, l'existence de documents qu'ils peuvent dès maintenant consulter.

La bibliographie qui termine ce travail a été élaborée à partir du fichier que nous avons établi. Elle ne prétend pas être exhaustive; son but principal est de faire prendre conscience, quelque peu, de l'étendue des recherches sur l'apprentissage du langage.

Thérèse Labonté

I.

METHODE DE TRAVAIL
ET RENSEIGNEMENTS SOMMAIRES
SUR LES DOCUMENTS REUNIS

* * * * *

"S'il fallait donner une comparaison qui exprimât mon sentiment sur la science de la vie, je dirais que c'est un salon superbe tout resplendissant de lumière, dans lequel on ne peut parvenir qu'en passant par une longue et affreuse cuisine".

(Claude Bernard)

En vue d'écrire des articles sur les recherches sur l'acquisition du langage (1) et de collaborer éventuellement à certains travaux prévus par le Plan de développement de l'enseignement des langues (2), nous avons préparé une documentation qui comprend actuellement 226 photocopies de monographies ou d'articles de revues, une trentaine de livres ainsi que 530 fiches à entrées multiples.

Cette documentation a été réunie avec l'aide du personnel de la Bibliothèque administrative du ministère des Communications où l'on peut la consulter dès maintenant.

Pour rendre plus facile l'utilisation de cette documentation, voici quelques indications sur la façon dont elle a été recueillie et classifiée.

1. **Dépouillement de bibliographies relatives aux recherches sur l'apprentissage du langage**

   a. Bibliographies consultées: celles des articles, livres et répertoires suivants:

   - Carroll, John B. Language Development, Encyclopedia of Educational Research, The Macmillan Company, Third Edition, New-York, 1960.
   - Mac Gennie, Walter. Language Development, Encyclopedia of Educational Research, The Macmillan Company, Fourth Edition 1969.
   - Jones, R. M. System in Child Language, Welsh Studies in Education, University of Wales Press, 1970.
   - Loban, Walter. Language Ability, Grades Seven, Eight and Nine, U. S. Department of Health, Education and Welfare, Office of Education, 1966.
   - Richelle, Marc. L'acquisition du langage, Charles Dessart, Bruxelles, 1971.
   - Samuels, Jay J. The Psychology of Language, Review of Educational Research, vol. XXXVII, No. 2, pp. 109 à 119 incl.

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(1) Au moment où nous avons commencé ce travail, nous collaborions à la revue Education-Québec.

(2) Ce plan indique qu'une équipe de recherche "doit rassembler en un tout cohérent convenant au Québec des données fournies par la linguistique, la psychologie, la docimologie".

- Psychological Abstracts, vol. 47 et 48, Published monthly by the American Psychological Association Inc., Janvier à décembre 1972 incl.

- Eric Educational Documents Abstracts, CCM Information Corporation, New-York, 1970.

- Eric Research In Education, Educational Resources, Information Center, vol. 6, number 1, January 1971.

- Eric Research in Education. Educational Resources. Information Center, vol. 7, number 7, July 1972.

- Current Index to Journals in Education, CCM Information Corporation, vol. 3, January-December 1971.

- Current Index to Journals in Education, CCM Information Corporation, vol. 2, January-December 1970.

- Bulletin signalétique, Sciences du langage, vol. XXVI, 1972.

b. Critères du choix des livres et articles.

On a retenu, lors du dépouillement bibliographique, les titres de livres et articles qui semblaient traiter, sous un angle expérimental, des sujets suivants:

- "Psycholinguistique" et "psychologie du langage" (aspects généraux)
- Acquisition du vocabulaire, de la morphologie et de la syntaxe
- Autres aspects de l'acquisition du langage: interactions, facteurs d'acquisition, compréhension du langage, etc.
- Etudes comparatives entre enfants sourds et entendants.

Par contre, on n'a pas retenu, en général, les études se rapportant à la psychopathologie du langage, aux théories linguistiques, à la phonétique et à la phonologie, aux associations de mots ainsi qu'à l'acquisition du langage chez les enfants de moins de trois ans.

2. Utilisation de fiches

a. Confection

Le choix de chaque titre de livre ou d'article a donné lieu à la confection d'une fiche indiquant pour l'article en cause le nom de l'auteur, le titre, la maison et l'année

d'édition ainsi que, dans la plupart des cas, la référence bibliographique. A l'occasion, on notait aussi sur cette fiche certains commentaires tirés de l'analyse bibliographique.

Quelques fiches sur les sujets de notre étude ont été faites lors de la lecture des articles de l'Encyclopedia of Educational Research relatifs à l'acquisition du langage.

b. Classement

En nous fondant sur les titres d'articles et de livres et, à l'occasion, sur les commentaires recueillis, nous avons classifié les fiches dans l'une ou l'autre des catégories indiquées en "c". Ces catégories se sont précisées au fur et à mesure de notre travail.

Il importe de souligner le caractère parfois aléatoire et subjectif de ce classement. Certes, certains titres étaient révélateurs, par exemple:

"La phrase dans le langage de l'enfant"

"The Child's Learning of English Morphology Revisited".

D'autres, par contre, étaient plus obscurs et la lecture rapide de certains articles nous a amenée à modifier ou à compléter notre premier classement. La classification actuelle devra être améliorée à mesure que l'on analysera plus en profondeur le contenu de chaque livre et article.

Certaines catégories telles que "méthodes" et "âge et langage" ont, pour une large part un caractère subjectif. Par exemple, dans la première de ces catégories, nous avons classé, à côté de certains articles traitant explicitement de méthodes, d'autres qui nous semblaient devoir être particulièrement intéressants sur les plans théorique et méthodologique; alors que dans la seconde nous avons inclus des fiches que nous aurions pu classer sous la rubrique "vues d'ensemble", n'était notre intérêt pour la variable "âge".

c. Catégories et nombre de fiches

Les articles ou livres se rapportant clairement à plus d'une catégorie ont été classifiés, à l'aide de fiches en plusieurs exemplaires, sous les catégories en cause. Ceci ne vaut pas cependant, sauf exception, pour les fiches classifiées sous la rubrique "vues d'ensemble".

Voici les diverses catégories du fichier à facettes que nous avons constitué ainsi que le nombre de fiches obtenu dans chacune d'elles:

CATEGORIES	NOMBRE DE FICHES
Vues d'ensemble	69
Morphologie	24
Syntaxe	87
Vocabulaire	39
Milieu et langage	74
Age et langage	7
Sexe et langage	18
Intelligence et langage	36
Conduite et langage	26
Compréhension du langage	28
Méthodes et programmes de recherche	57
Rééducation	20
Autres aspects de l'apprentissage du langage	45
Total	530 fiches

N. B. : Il est à noter que 68 des 530 fiches se rapportent à des documents tirés d'autres sources que celles indiquées en 1. a (voir 3. ci-dessous).

3. Commande de livres et d'articles et classement de la documentation

La plupart des articles dont les titres avaient été retenus ont été demandés à la Bibliothèque administrative du ministère des Communications et commandés, s'il y avait lieu, par Télex auprès des universités canadiennes et américaines.

Quant aux livres, s'ils n'étaient pas à la bibliothèque, ils furent commandés par la voie habituelle. Dès leur arrivée, ils ont été enregistrés au fichier de la bibliothèque où l'on peut les emprunter et les consulter.

Les photocopies d'articles et de monographies nous ont été remises. Chacune d'elles fut placée sous une chemise identifiée par le nom de l'auteur de l'écrit en cause et par la catégorie (ou les catégories) sous laquelle (lesquelles) on avait classifié celui-ci. Sur les fiches

relatives aux articles reçus, nous avons ajouté la mention "A la bibliothèque". (Cette mention désigne aussi des articles contenus dans des périodiques ou des livres qui se trouvent à la bibliothèque.)

Les chemises contenant les photocopies ont été placées, en suivant l'ordre alphabétique des noms d'auteurs et pour une période limitée, sur un rayon de la bibliothèque qui nous a été attribué à cette fin.

Nous disposons actuellement de 226 monographies ou articles photocopiés qui peuvent être consultés à la bibliothèque (3). Il faut signaler que 37 de ces articles faisaient partie d'une documentation que nous possédions avant d'entreprendre le présent travail et qui provient d'autres sources que celles énumérées précédemment (en 1. a).

Il convient aussi de mentionner que nous disposons d'autre part de quelques centaines de fiches sur l'apprentissage de la lecture et sur les tests de langue. Cette documentation a été recueillie alors que nous travaillions à l'Institut de Recherche pédagogique. Cette documentation peut également être consultée à la bibliothèque.

Si possible, un document complémentaire relatif surtout aux recherches publiées après 1971 sera présenté sous peu.

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(3) Les modalités relatives au prêt ou à la photocopie de ces documents seront établies en fonction des demandes.

Comme la présente bibliographie n'a pas été retouchée depuis avril 1974, il est possible que d'autres livres ou articles se soient ajoutés depuis à ceux qui sont marqués ici d'une astérique.

II.

BIBLIOGRAPHIE

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Lorsqu'on a fini de bâtir sa maison, on s'aperçoit soudain qu'en la bâtissant on a appris quelque chose qu'on aurait dû savoir avant de... commencer.

(Nietzsche)

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N. B.: Une astérique indique que le document en cause se trouve à la bibliothèque.

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Achevé d'imprimer à
Québec en avril 1978, sur
les presses du Service de la reprographie
du Bureau de l'Éditeur officiel
du Québec

L'ÉDITEUR OFFICIEL DU QUÉBEC
SERVICE DE LA REPROGRAPHIE
Mai 1978